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ABSTRACT

This volume was developed with a concern for maintaining both quality and access to education for military servicemembers participating in voluntary education programs. The principles have the following objectives: to define the parameters of excellence; to dispel misunderstandings about the purpose, legitimacy, and worth of voluntary education programs conducted on U.S. military installations; to stimulate dialogue on how to strengthen and improve the quality of these programs and services; and to help the programs evolve as part of the mainstream of adult and higher education. An overview provides a summary of each of the 12 principles. Each principle is then presented in this format: summary, rationale, and listing of subprinciples. The principles cover the following topics: mission statement; command support; personnel; needs assessment; education program planning; education program acquisition; program administration; student services; instructional resources; physical resources; financial resources; and student assessment and program evaluation. (YLB)

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ED 374 320

AMERICAN COUNCIL ON EDUCATION

Military Installation Voluntary Education Review (MIVER)

Principles of Good Practice

for

Voluntary Education Programs on Military Installations

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Foreword

The *Principles of Good Practice for Voluntary Education Programs on Military Installations* and its companion volume, *Principles of Good Practice for Institutions Providing Voluntary Education Programs on Military Installations*, are products of the 1991-1993 Military Installation Voluntary Education Review (MIVER) Project administered by the American Council on Education. The Defense Activity for Non-Traditional Education Support (DANTES) coordinated the MIVER Project contract. The MIVER Governing Board, with representatives from the military services, academic institutions serving the military, and the accrediting community, approved these *Principles* after extensive coordination in academe and the military.

The *Principles* were developed with a concern for maintaining both quality and servicemember access to education. They are not "standards." They are intended to:

- help define the parameters of excellence;
- dispel misunderstandings about the purpose, legitimacy, and worth of voluntary education programs conducted on United States military installations;
- stimulate dialogue on how to strengthen and improve the quality of these programs and services; and,
- evolve as part of the mainstream of adult and higher education.

We trust that the *Principles* will contribute to improving all aspects of our voluntary education programs.

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August 5, 1994

Overview

Principle 1. Mission Statement

A Voluntary Education Program on a military installation evolves from an educational mission statement, compatible with the installation's mission, that reflects accepted adult education principles and practices, and includes clear Voluntary Education Program outcomes.

Principle 2. Command Support

Installation command personnel have a strong commitment, reflected in concrete support of the mission statement and its Voluntary Education Program objectives, to help servicemembers fulfill their personal and professional educational goals, and to complement mission readiness.

Principle 3. Personnel

Managers of the Voluntary Education Program are professional adult educators who hire, support, and develop education services personnel that are competent, caring, and committed professionals.

Principle 4. Needs Assessment

An effective, timely educational needs assessment process is the foundation of Voluntary Education Program planning, development, implementation, and evaluation.

Principle 5. Education Program Planning

Comprehensive education program planning is the basis of Voluntary Education Program management.

Principle 6. Education Program Acquisition

The installation maintains and uses a process for identifying, acquiring, evaluating, and retaining academically qualified institutions that are committed to the Voluntary Education Program mission and its objectives.

Principle 7. Program Administration

Management of the human, fiscal, and learning resources is effective and reliable.

Principle 8. Student Services

The policies, procedures, and practices of the Voluntary Education Program take into account the conditions and circumstances of servicemembers as adult learners and promote the success of those learners through appropriate counseling, testing, financial aid, and other services.

Principle 9. Instructional Resources

There is a sufficient reservoir of instructional resources available to the instructor for teaching support and to the student for reference, research, and independent learning.

Principle 10. Physical Resources

Facilities and equipment are appropriate to accomplish the mission and achieve the Voluntary Education Program objectives.

Principle 11. Financial Resources

Financial resources are adequate to accomplish the mission and achieve the Voluntary Education Program objectives.

Principle 12. Student Assessment and Program Evaluation

Continuous and systematic assessment of student learning and Voluntary Education Program evaluation stimulate program improvement, promote quality, and ensure achievement of the Voluntary Education Program objectives and student learning outcomes.

Principle 1. Mission Statement

A Voluntary Education Program on a military installation evolves from an educational mission statement, compatible with the installation's mission, that reflects accepted adult education principles and practices and includes clear Voluntary Education Program outcomes.

Rationale

It is important that all involved in an installation's Voluntary Education Program understand the relationship among the Voluntary Education Program's mission, the missions of the installation and the service, and the needs of the servicemember. The effective mission statement unifies Voluntary Education Program personnel. It engenders commitment to voluntary education in the command and in the supporting institutions. The mission statement, with the program objectives included in it, reflects common goals and values, but also provides flexibility to meet changing needs.

Subprinciples

1.1 Educational mission statements are current and congruent with Department of Defense Directive 1322.8, military service implementing instructions, and major service command implementing directives, as appropriate.

1.2 Educational objectives that emanate from the mission statement reflect the voluntary educational needs of the installation, the servicemembers assigned and attached, and the military service.

1.3 Education objectives of the supporting educational institutions are compatible with the installation educational mission statement and objectives.

1.4 There is periodic review of the educational mission statement and objectives to accommodate changes in program, installation mission, and adult education philosophy and goals.

1.5 Mission statements are reflected in educational needs assessment,

program planning, goals setting, decision making, and Voluntary Education Program policies.

Principle 2. Command Support

Installation command personnel have a strong commitment, reflected in concrete support of the mission statement and its Voluntary Education Program objectives, to help servicemembers fulfill their personal and professional educational goals, and to complement mission readiness.

Rationale

Strong command support heavily influences the educational environment on an installation. Its ranking among command priorities is an important determinant for program success. A supportive command attitude toward voluntary postsecondary education promotes interest in educational self-development and confers vitality and legitimacy upon the Voluntary Education Program.

Subprinciples

2.1 Installation command support gives positive and consistent guidance and commitment to the voluntary education effort.

2.2 Commanders at all levels encourage active participation of their servicemembers in the Voluntary Education Program as a means of helping them meet professional, education and personal goals.

2.3 Commanders encourage officers and senior enlisted personnel to take active roles in ensuring that the voluntary educational needs of servicemembers are met.

2.4 Installation command oversight and support are visible, consistent, and reflected at all command echelons.

2.5 Sufficient resources are available to carry out the mission and achieve the Voluntary Education Program objectives that emanate from the mission statement.

2.6 Commanders review and endorse the installation Voluntary Education Services Plan annually.

2.7 Education services professionals regularly brief commanders on the status of the Voluntary Education Program.

2.8 Directors of Education and Education Services Officers, as staff proponents for voluntary education, have access to all command elements and staff agencies.

2.9 The military chain of command performs the administrative support functions for the installation education center competently and expeditiously.

2.10 Commanders participate in major education center events and milestones such as graduation ceremonies.

Principle 3. Personnel

Managers of the Voluntary Education Program are professional adult educators who hire, support, and develop education services personnel that are competent, caring, and committed professionals.

Rationale

Directors of education, education services officers, specialists, guidance counselors and technicians must be qualified, competent, and motivated to promote the educational development of servicemembers. Though education services professionals serve a wide variety of administrative and housekeeping tasks, they must first and foremost think and perform as educators. Education services professionals all need orientation, training and professional development to (a) help them understand servicemembers as adult learners; (b) know what constitutes excellence in adult education; and, (c) achieve educational excellence in the face of unique circumstances. Education services professionals must be advocates for voluntary education.

Managers of the Voluntary Education Program must focus on providing the quantity, quality, and development of personnel needed to meet the Program objectives.

Subprinciples

3.1 Education services professionals are authorized and hired in grade structures as required in appropriate service staffing guides.

3.2 The installation staffs the Voluntary Education Program with the best educated, trained, and qualified education services professionals available.

3.3 Supervisors/managers plan and implement an aggressive professional development program for each education services professional that includes counseling skills, updates on the theory and practice of adult education, and understanding of curricula and degree completion strategies.

3.4 Education services professionals are recognized for job performance in a manner that rewards those who deliver quality services and demonstrate that they care and are committed to the Voluntary Education Program.

3.5 Job descriptions of education services professionals are up-to-date.

3.6 Education services professionals at the installation and institutional academic personnel on site and at home campus communicate and network.

3.7 Education services professionals are appropriately trained and are competent regarding acquisition and maintenance of educational programs and services on the installation.

3.8 Performance appraisals are conducted on a regular basis.

Principle 4. Needs Assessment

An effective, timely educational needs assessment process is the foundation of Voluntary Education Program planning, development, implementation, and evaluation.

Rationale

Needs assessment is key to making decisions regarding enrollment, the addition of new programs, changes to existing programs, deletion of programs no longer needed, and financial and manpower requests. Even though needs assessment is a continuous process, periodically (usually annually) the process produces a document that (a) describes the needs assessment process; (b) provides a demographic profile of the population requiring service; (c) identifies the educational needs of the population; (d) shows an analysis of how that population is being served; and, (e) suggests ways that the identified needs can be fulfilled.

A comprehensive needs assessment includes consideration of the educational mission statement and program objectives as well as specific organizational and individual servicemember's requirements and aspirations. The needs assessment process must address the diversity of the installation population and the needs of adult family members. All elements including tenant organizations, multi-service and other service units are part of the process.

Subprinciples

4.1 The needs assessment is done in the context of the installation educational mission statement and program objectives.

4.2 The needs assessment process produces documentary analyses of educational needs and suggests ways to fulfill those needs.

4.2 Data from the needs assessment accurately depict the military community and provide for the diverse population served by the education center.

4.3 The elements of an installation needs assessment may include (a) identification of available on- and off-post facilities and programs;

(b) training and mission requirements; (c) personnel positions with educational qualifications; (d) education achievement levels; (e) military job proficiency assessment results; (f) self development requirements for military advancement; (g) military occupational specialty diversities and concentrations; (h) needs of adult family members; (i) educational interests of servicemembers; (j) educational needs of servicemembers transitioning to civilian life; (k) identification of program needs using outreach/in-processing briefing information, and, (l) identification of social problems correctable through education programs.

4.4 Education services officers elicit assistance from educational institutions serving the installation in the needs assessment process who, in turn, provide substantive data and other input for analyses.

4.5 Needs assessment is the basis for the development of the installation education services plan and justifies financial and manpower requests.

4.6 Effective marketing and publicity efforts by the education center and other installation staff assist servicemembers and their adult family members in learning about educational opportunities and in maintaining their active program participation.

4.7 The results of the needs assessment help determine the content and scope of publicity and marketing.

Principle 5. Education Program Planning

Comprehensive education program planning is the basis of Voluntary Education Program management.

Rationale

Planning, derived from the installation needs assessment, is key to translating educational needs into educational outcomes. The plan clearly articulates learning outcomes necessary to fulfill educational needs. These outcomes determine the educational programs offered and services provided. They serve as the foundation for program evaluation.

Servicemembers enroll in education programs and participate in educational services through their education center for various reasons, often with specific personal or career goals in mind. Programmatic outcomes must clearly relate to these goals. The interrelationships among comprehensive outcomes, specific outcomes of learning experiences, and servicemembers' goals reinforce the educational process. Servicemembers should have direct input to the needs assessment process, and they also should participate in education program planning.

The installation's education program plan requires that the education programs of participating academic institutions assist servicemembers in acquiring the depth and breadth of knowledge requisite for their specific degrees, certificates, or noncredential programs. The installation ensures that the academic programs provided to servicemembers aid them to develop critical thinking skills and abilities in communication, problem solving, learning resource utilization, and analysis and integration of knowledge. Further, the installation's program plan ensures that participating academic institutions are providing coherent academic *programs* and fostering their completion.

The planning process identifies the resources necessary for program implementation. Planning includes resources available through Defense Activity for Nontraditional Education Support (DANTES), other federal, state, local, institutional, and private agencies. Gaps between needed resources and available resources are well documented in the planning process, challenging program advocates to close those gaps.

Subprinciples

5.1 Education program planning is comprehensive, continuous and long-term.

5.2 Servicemembers educational needs and military mission needs are central to the education program planning process.

5.3 One of the major outcomes of planning is the annual installation education program plan.

5.4 The installation's education program plan clearly identifies the unique features of the Voluntary Education Program and the desired outcomes for the installation, including developmental, postsecondary degree, certificate offerings, and non-credit offerings when applicable.

5.5 The installation's education program plan clearly states the programmatic outcomes in terms understandable to both internal and external audiences.

5.6 Programmatic outcomes are measurable.

5.7 Program plans identify the knowledge, skills, and competencies that are needed by servicemembers and that participating institutions address in their academic programs.

5.8 Program plans emphasize completion of academic programs rather than individual courses.

5.9 Program plans foster the integration of prior and current institutional and extrainstitutional learning into academic programs.

5.10 Program plans encourage the use of a variety of instructional delivery options, including distance learning methodologies, to optimize educational opportunity.

5.11 Plans undergo regular review for their currency, relevance to needs, and evaluation findings, and are revised and updated, as appropriate.

5.12 Education services officers are aware of state-level education policies and practices as part of the planning process.

5.13 Comprehensive planning assures the effective application of resources in achieving program mission and objectives.

5.14 Comprehensive planning identifies gaps between assessed needs and programs and services offered, thereby providing program managers with the information required to pursue aggressively the resources needed to fill those gaps.

Principle 6. Education Program Acquisition

The installation maintains and uses a process for identifying, acquiring, evaluating, and retaining academically qualified institutions that are committed to the Voluntary Education Program mission and its objectives.

Rationale

Integral to the planning process for meeting educational needs is the search for and the selection of institutions to meet those needs. The process for bringing the most appropriate institutions into the installation Voluntary Education Program as partners committed to the Program mission and objectives is critical to Program implementation. A fair, well-established and commonly understood process with carefully articulated understandings regarding expected functions, mutual responsibilities, and institutional performance standards sets forth sound parameters for cooperative management and operations of the Voluntary Education Program. The process provides for, on a timely and consistent basis, the needed quality institutional programs and services essential to student learning and servicemembers' educational development .

The elements of education program acquisition are (a) establishing the parameters of institutional participation; (b) determining the appropriate institutions; (c) inviting them to offer programs and services, formally obtaining their commitment to deliver them; and (d) articulating performance standards and evaluation criteria and procedures.

Subprinciples

6.1 Education institutions participate in the Voluntary Education Program, specifically offering programs and services to satisfy requirements identified in the installation needs assessment process and included in the education program plan.

6.2 Education institutions participate in the installation Voluntary Education Program either by memorandum of understanding (MOU), Education Services Agreement (ESA), or contract.

6.3 Installations offering education programs through a MOU or ESA select and retain educational institutions to participate in the Voluntary Education Program in accordance with criteria for obtaining education programs and services found in DoD Directive 1322.8.

6.4 The installation offering education programs through a MOU or ESA develops and applies a process for inviting institutions to offer programs on the installation that is consistent with DoD Directive 1322.8.

6.5 Education program acquisition targets institutions that will be committed to serving the educational needs of installation military personnel, their adult family members and DoD civilian employees.

6.6 Institutions selected and retained to support the Voluntary Education Program are encouraged to be members of Servicemembers Opportunity Colleges and committed to its *Principles and Criteria*.

6.7 In the United States, the contracting and education services professionals forge a close working relationship to facilitate acquisition of education programs and services.

6.8 MOUs, ESAs, and contracts for education programs and services reflect the education mission and objectives of the installation, contain provisions for periodic review and/or update, and clearly articulate the programmatic expectations and learning outcomes of the Voluntary Education Program.

6.9 MOUs and ESAs are cooperatively developed between the education services officer and representatives of the supporting education institutions.

6.10 The use of examinations for awarding credit such as the College Level Examination Program (CLEP) General and Subject examinations, American College Testing Proficiency Examination Program (ACT/PEP), and DANTES Subject Standardized Tests (DSSTs) is encouraged and provisions for their use clearly stated in MOUs/ESAs with supporting institutions as is the integration of the credit into degree planning and degree completion strategies.

6.11 The use of the ACE *Guide to the Evaluation of Educational Expe-*

riences in the Armed Services to determine credit awards and learning acquired for specialized military training and occupational experience is encouraged and provisions for its use clearly stated in MOUs/ESAs with supporting institutions as is the integration of the credit into degree planning and degree completion strategies.

6.12 Education program acquisition utilizes, when appropriate, the resources and programs of DANTES and other Government agencies such as the Department of Labor, Department of Education, Department of Veterans Affairs, and the States.

6.13 MOUs/ESAs with supporting institutions include appropriate provisions for instructional support (e.g., library support), specifying who provides specific services to ensure instructional resources are adequate to support the programs offered.

6.14 Quality, not cost, is the most important determinant in the selection of education institutions.

Principle 7. Program Administration

Management of the human, fiscal, and learning resources is effective and reliable.

Rationale

It is important that the Voluntary Education Program be administered *as an education enterprise* to achieve the Program mission and objectives. The management of the Voluntary Education Program requires dealing with a myriad of concerns such as maintenance and operation of physical resources, financial planning, contracting, scheduling, and personnel problems. To administer the Program, the command needs a competent adult educator who is also an effective leader of people and manager of resources.

Strong, effective administration fosters coordination, collaboration and communication between educational services professionals and academic professionals at the supporting institutions. It provides a workable, collegial environment for developing, approving and evaluating academic programs and services.

Modern academic management has a technical facet. Program managers should understand and use appropriate information system management principles and procedures in Program administration. Education services professionals should have the necessary computer resources for information systems management and be trained to use them effectively.

Subprinciples

7.1 The installation command gives a clear mandate to the education services officer to administer the Voluntary Education Program in accordance with DoD and service directives and guidance.

7.2 There is a coherent administrative structure, supported by current position descriptions for all positions in that structure.

7.3 The military command empowers the education services officer to secure the essential fiscal, personnel and physical resources needed to accomplish Program mission and objectives.

7.4 Resources are competently and efficiently applied to the accomplishment of Program objectives.

7.5 Appropriate management attention is paid to Program features such as degree completion, counseling, testing, financial aid, proper record keeping, academic scheduling to accommodate military duties, and integration of credit for military experience and testing into degree programs.

7.6 The education services officer creates and maintains an environment of coordination, communication and collaboration among the education center staff and promotes opportunities for joint planning, coordination and collaboration between installation and academic institutional personnel.

7.7 Adequate professional development activities are available to education center staff personnel and they avail themselves of these activities to keep themselves professionally current.

7.8 The education center administration has the necessary computer support and uses that technology appropriately to facilitate its information systems management.

7.9 Management information is collected and analyzed to determine effectiveness of each supporting institution and the Program in general.

7.10 Individual educational records are appropriately received and/or accurately developed, used and maintained, and then transferred when individuals depart the installation on a permanent change of station.

7.11 The education center administration ensures that servicemembers' educational achievements are appropriately entered in their official military personnel records.

7.12 The education center administration encourages degree completions for military students through its information systems management policies and procedures and through its MOUs/ESAs and contracts for education programs and services.

7.13 The education services officer and staff encourage supporting institutions to integrate non-classroom-based learning appropri-

ately into their degree programs using well-established and widely recognized guides.

7.14 There is a common installation academic calendar and schedule of classes that accommodate the military duties of servicemembers, serve the academic programs they seek to complete, and avoid duplication.

Principle 8. Student Services

The policies, procedures, and practices of the Voluntary Education Program take into account the conditions and circumstances of servicemembers as adult learners and promote the success of those learners through appropriate counseling, testing, financial aid and other services.

Rationale

Student services assist each servicemember-student in achieving a successful educational experience. Counseling, admissions, testing, official evaluation and award of credit for prior learning, transcripting of credit, financial aid, academic advisement, program completion, and graduation are relevant factors. Some of these services are provided by the installation, while others are performed by the supporting institutions. Some are joint services.

Counselors assist students to determine educational, professional, and career goals, and provide educational alternatives to achieve those goals. The goal of counseling is to lead the student to understand the blend of education, training, and professional development that is appropriate to his or her current stage of career and life. Counseling is provided to newly assigned personnel so that they are fully aware of the educational opportunities available on or near the installation.

Appropriate and effective use of test instruments supports the mission of the Voluntary Education Program and assists servicemembers in meeting their individual educational objectives. Testing services should be comprehensive and include use of diagnostic and placement instruments as well as college credit instruments such as the College Level Examination Program (CLEP) General and Subject examinations, American College Testing Proficiency Examination Program (ACT/PEP), and Defense Activity for Non-Traditional Education Support (DANTES) Subject Standardized Tests (DSST). Installation policy on use of test instruments should be clearly articulated.

Subprinciples

8.1 Student services are planned and delivered through a partnership between the installation and supporting institutions.

8.2 Installation counseling purposes, functions, objectives, and outcomes are clearly delineated in the educational services plan.

8.3 Each counselor has the educational qualifications and proper experience to function as a professional and to work collaboratively as part of the installation student services team.

8.4 Counselors regularly participate in professional development activities aimed at honing their counseling skills and knowledge and improving their effectiveness.

8.5 The number of counselors on the installation is sufficient to serve the volume of servicemembers needing assistance.

8.6 Counselors are provided the resources required for serving the installation personnel, including facilities, up-to-date information, etc.

8.7 Education counselors provide academic, career and personal advisement and counseling on matters of motivation, personal image, relocation, job availability and other relevant non-academic issues as appropriate to the individual.

8.8 Counselors facilitate appropriate education program selection and degree completion.

8.9 Counselors are encouraged to ensure that independent study alternatives are included in degree completion strategies.

8.10 Counselors understand and employ the methodologies appropriate to accomplish counseling needs (e.g., individual and/or group counseling, walk-in and/or scheduled appointments, use of technology, outreach activities, etc.)

8.11 Installation counselors maintain direct positive linkage with supporting institutions on matters of academic advisement and other student services such as admissions, placement testing, official evaluation and award of credit for prior learning, transcripting of credit, registration and financial aid.

8.12 Counselors maintain accurate and complete individual education

records and degree plans that are used at individual counseling sessions, as appropriate.

8.13 Counselors help the installation test control officer select, maintain and offer tests available through DANTES that are appropriate to meet the education needs of installation personnel.

8.14 Test control officers and other testing services professionals are appropriately trained and have the necessary tests, facilities and equipment to manage and operate testing services on the installation, ensuring test security while offering credible and timely service to each testing participant.

8.15 Tests not provided by DANTES (e.g., military tests, institution examinations for independent study courses, etc.) are appropriately integrated into installation testing services.

8.16 Installation policies on granting tuition assistance are clear, consistent and firmly focused on assisting students complete programs.

8.17 Formal, well-organized graduation ceremonies are regularly held, involve the military, supporting institutions, and families and friends of the graduates, and bring fitting closure to successful degree program completions and provide incentive for continued learning.

Principle 9. Instructional Resources

There is a sufficient reservoir of instructional resources available to the instructor for teaching support and to the student for reference, research and independent learning.

Rationale

The installation and supporting educational institutions must collaborate to provide necessary educational and instructional resources appropriate for students and their programs of study. Both the academic institution's education program and the total education program of the installation are supported adequately and may include academic learning resource centers supported by the institutions serving the installation.

Learning centers support the voluntary education program as well as military training. Many learning centers support voluntary education through their offerings in remediation, basic skills enhancement, developmental education as prerequisites for college courses, counseling services, college courses through distance learning, traditional college classes, computer capabilities, and reference books, manuals and periodicals.

Libraries serve as sources of knowledge. Post libraries, although often oriented more toward recreation, serve as a valuable instructional resource for installation voluntary education programs. Post librarians are closely associated with, if not integrated with, the Voluntary Education Program, working both with installation and institutional education professionals to provide reference space, periodicals, and specific research capabilities aligned with courses and programs being offered on the installation. Institutional library capabilities provide direct support to the programs offered by their institutions on an installation. Librarians guide students in their quests for knowledge through library research.

Computers and advanced instructional technologies often enhance learning and offer a variety of options not provided in an instructor-oriented classroom setting. Advanced technologies permit students access to bodies of knowledge unprecedented in history. These resources are especially important to off-campus programs and facilitate the learning process.

Instructional resources are a shared responsibility between the installation and the supporting institutions. Planning for and ready availability of instructional resources are critical for quality postsecondary education.

Subprinciples

9.1 Installation and supporting institutions serve as contributing partners in providing instructional resources with specific responsibilities clearly identified in the MOUs/ESAs/contracts.

9.2 An installation learning center offers servicemembers a well-planned learning environment targeted toward specific learning outcomes in a convenient, attractive setting.

9.3 The learning center has clearly articulated objectives and an evaluation mechanism to determine if the objectives are being achieved.

9.4 The learning center serves as an instructional resource for postsecondary programs and services.

9.5 The post library has a well defined mission consistent with that of the Voluntary Education Program and serves as an instructional resource for the Voluntary Education Program.

9.6 Education services professionals include the post librarian and staff as part of the partnership providing voluntary education on the installation.

9.7 Library technologies are employed where appropriate to make information and source documents readily available as needed for off-campus postsecondary programs.

9.8 Provision of computer technology needed to support the instructional component of the Voluntary Education Program is a shared responsibility of the installation and the supporting institutions with the responsibilities clearly articulated in the MOUs/ESAs/contracts.

9.9 Computer technology is appropriate and readily available to military students on the installation in support of their participation in the voluntary education program.

9.10 Audio-visual equipment is appropriate, well-maintained, and readily available to support instruction offered through the Voluntary Education Program.

9.11 Use of satellite, microwave and other automated delivery systems is part of education services planning and program implementation when needed to provide a full array of education opportunities identified in the needs assessment.

Principle 10. Physical Resources

Facilities and equipment are appropriate to accomplish the mission and achieve the Voluntary Education Program objectives.

Rationale

Physical resources should be adequate and well-suited for the program and services offered in the Voluntary Education Program. The health and safety of staff, faculty and students are important factors in program operations. Classrooms, laboratories and station equipment used for instruction and educational services must provide an environment conducive for learning and tailored to the instruction and services being offered.

Subprinciples

10.1 Adequate classroom, laboratory, testing, and administrative space is available.

10.2 Classroom and laboratory space is suitable to course offerings and class schedules.

10.3 Classrooms, testing facilities and administrative offices are properly lighted, ventilated, temperature controlled and well-maintained.

10.4 Well-maintained rest rooms are available for student and faculty use.

10.5 All facilities and equipment meet standard fire, safety, and health considerations.

10.6 Adequate space is available for the conduct of private, individual counseling and academic advisement.

10.7 Appropriate space and equipment are available for vocational-technical and other special purpose courses offered on the installation.

10.8 Adequate auxiliary space, such as lounge and storage areas, is available to meet Program needs.

10.9 Facilities and special-purpose equipment are available to faculty, students, and staff during non-duty and non-teaching hours to meet program needs.

10.10 Testing room is acoustically controlled and has an adjacent room for the testing examiner with full visibility to the testing room.

10.11 The education center, learning centers, and other facilities required to operate the Voluntary Education Program are part of the installation's long-range and short-range physical facilities plans.

Principle 11. Financial Resources

Financial resources are adequate to accomplish the mission and achieve the Voluntary Education Program objectives.

Rationale

Planning, budgeting and allocation of financial resources are critical to Voluntary Education Program success. Adequate funding for tuition assistance, basic skills, and education center operations is necessary for program consistency and reliability. Available funding is distributed equitably among all programs based on need.

The education services officer seeks supplemental military funding in order to make financial resources stretch as far as possible and accomplish program mission and objectives.

Subprinciples

11.1 Adequate funding is provided for tuition assistance, basic skills, and education center operations.

11.2 When education services professionals provide military training, civilian training, military personnel testing and other functions outside of the Voluntary Education Program as authorized by DoD Directive 1322.8, funding is supplied through other DoD/military service program accounts.

11.3 Education services personnel appropriately participate in the planning, budgeting and resource management of the Voluntary Education Program both for the long term and short term.

11.4 Education services professionals are fully informed regarding all available financial resource options and can appropriately access them as needed to support the program.

11.5 Unresourced requirements document shortfalls in funding and are pursued through command and resource management channels in order to acquire the needed funding later in the budget year if any

funding should become available.

11.6 Accountability of program funds is in accordance with established policies and procedures.

11.7 Costs of programs and services are analyzed and monitored to ensure cost effectiveness.

11.8 The education services officer maintains appropriate data to support funding and manpower requirements.

11.9 The education services officer monitors tuition and fee structures of each supporting education institution.

11.10 In monitoring the financial aspects of the academic institution, there is a balance between the need of the institution for fiscal viability and the requirement to make the maximum contribution to servicemember education at the least cost.

11.11 Institutions are encouraged to provide tuition reimbursement or monetary credits as appropriate when military requirements such as unscheduled troop deployments cause servicemembers to withdraw from classroom-based courses through no fault of their own.

11.12 Education services professionals are fully informed and skilled in helping students use other financial aid options such as GI Bill, Pell Grants, state grants, and institutional scholarships that may be available.

11.13 Education services professionals are creative and tenacious in ensuring that essential financial resources are available to support the voluntary education program.

Principle 12. Student Assessment and Program Evaluation

Continuous and systematic assessment of student learning and Voluntary Education Program evaluation stimulate program improvement, promote quality, and ensure achievement of the Voluntary Education Program objectives and student learning outcomes.

Rationale

The health and vitality of the voluntary education program depend on critical and thorough reviews of the extent of the achievement of student educational outcomes and Program effectiveness. Education services professionals have a common understanding of a "successful" student and a "successful" Program and maintain specific "benchmarks" showing success or lack thereof.

Periodic assessment and evaluations ensure that quality programs and services are being offered and may suggest program modifications and new directions toward goals of excellence in adult education. The installation has a comprehensive evaluation plan covering program administration, student services, instructional resources, physical resources, financial resources and other critical areas. Education services professionals in partnership with academic professionals that support the Program periodically employ self-assessment methodologies culminating in a comprehensive self-study.

The assessment of student learning evolves from comprehensive and specific learning outcomes. Learners are involved along with academic and education services professionals in identifying their learning outcomes and in assessing whether these outcomes are achieved. The development of student self-assessment skills is an integral part of the learning process and is critical to the growth of self-managing, autonomous learning. Individual student assessment is an integral part of the general program evaluation plan and contributes to the accountability of the program.

Subprinciples

12.1 Program evaluation and student assessment are conducted on an on-going basis through an active partnership between the installation and the supporting institutions.

12.2 Education services professionals and institutional academic professionals have a common understanding regarding what constitutes a "successful student" and a "successful program" and have designed "benchmarks" to determine achievement of "success."

12.3 The installation maintains and implements a comprehensive program evaluation plan.

12.4 Results of the program evaluation help to modify and improve the program as well as to provide the basis for planning.

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